**Knew-New Connections**

This is a great strategy to use with non-fiction.

**Introducing the Strategy:**

Ahead of time, prepare an enlarged **Knew-New Connections** chart similar to the one on the next page.

Explain to the students that when they make connections to things that they already know, that is making connections to background knowledge. That background knowledge is like a file folder of facts that are stored in your brain. The facts that we already have in our file folder help us learn more and add new information to our file folders. We are always updating the information in our file folders. Sometimes a fact in a file folder might be wrong, and when read, we can delete or change the information.

Discuss the difference between the two words: “knew” and “new”. Introduce the text you will be reading, for example at text about tarantulas. Ask the students to find the file folder in their brain on tarantulas and bring it out (activating prior knowledge). Invite the students to share the facts that they already have in their file folder with a partner or the group. Model the strategy by recording your “Knew” information on the Knew-New Connections chart.

Read the text slowly as a group. After each section that is read, have the students decide if the information in that section was ***NEW*** or something that they already ***KNEW***. Read and talk through the text. Each time record your own response on the chart.

**Independent Practice of the Strategy:**

Give each student four sticky notes. Have them label two of the sticky notes with the word **KNEW** and 2 with the word **NEW**. Have each student either choose a book or begin reading the text you are sharing as a group. After each section or paragraph, have the students use one of their sticky notes to label a fact they read as either **KNEW** or is **NEW**, by writing the fact on the sticky note and flagging the place on the page.

Have the students continue reading until they have used up all four sticky notes and the sticky notes are placed in the text. Have them share the **KNEW**s and **NEW**s with a partner.

After the partner discussion, have the students place their sticky notes on the enlarged **Knew-New Connections** chart. Have them respond to the comment on the bottom of the page.

Another option: After the discussion, have students create a **NOW I KNOW** sheet by drawing a picture of the subject and labeling it with the facts they now know.

**On Their Own:**

As the students read non-fiction text, have them use the following chart to record information they **KNEW** (before) and the information that is **NEW** (during) as they read.

**Knew-New Connections**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| I ***KNEW*** this already! | This is ***NEW*** to me! |
|  |  |

**Now … I KNOW!**